

Key Concepts/Strands		MAKE			GENERATE IDEAS			EVALUATE			KNOWLEDGE		
Key Stage Year Focus	Devt. Step	Making Art, Craft & Design			Designing & Developing Ideas			Understanding & Evaluating			Acquiring and applying Knowledge to inform progress		
		To engage in varied making processes, pupils:			To investigate, design and develop ideas, pupils:			To increase their understanding and thinking, pupils:			To improve their exploration, research, designing and making pupils:		
		E	S	C	E	S	C	E	S	C	E	S	C
KS 2 Y5/6	Step 3	<ul style="list-style-type: none"> develop some mastery of their own practical skills by investigating the qualities and potential of a range of media and processes, including monoprint, watercolour, tempera, wet on wet, collage, clay and 3D assemblage materials select and use materials with appropriate techniques to create their own work take time to reflect upon their work then take suitable actions to improve it 			<ul style="list-style-type: none"> gather information, resources and materials in response to suggestions and their own ideas make some informed choices about what actions they will take to improve their work use a camera, diverse drawing approaches, collage and digital media to record from life, secondary sources and use this to inform elements to be included in their own work 			<ul style="list-style-type: none"> Understand tertiary colours and the technical characteristics of dry and wet painting techniques, digital media, monoprint processes and the varied 3D techniques they have used thoughtfully reflect upon their work identifying some specific actions in order to improve it 			<ul style="list-style-type: none"> describe and comment on the ideas and work of others, making some connections between these and their own work using this to inform actions 		
		E	S	C	E	S	C	E	S	C	E	S	C
KS 2 Y3/4	Step 2	<ul style="list-style-type: none"> investigate the nature and qualities of different materials and processes including digital media develop and exercise some control over the materials they use in their work draw and make confidently using each of the artistic elements with suitable accuracy and purpose 			<ul style="list-style-type: none"> start to make choices about appropriate tools for drawing, painting and making in 3D investigate the nature and qualities of different materials and processes for a purpose use sketchbook development and drawing to improve understanding, inform ideas and plan for an outcome 						<ul style="list-style-type: none"> recognise and create secondary colours, change the characteristics of line, shape, tone, colour, pattern, texture and form make suggestions about how their work could be improved using their study of different media and types of art, craft and design recognise and explain preferences for techniques and characteristics of diverse types of art, craft and design 		
		E	S	C	E	S	C	E	S	C	E	S	C
KS1 Y1/2	Step 1	<ul style="list-style-type: none"> select from a specified range of materials and confidently use these to make their own work prepared to experiment with materials and processes to achieve particular characteristics that represent features and ideas use drawing to record and describe the real world, work from imagination and memory 			<ul style="list-style-type: none"> are prepared to experiment with materials and processes, trying out different activities to build a visual vocabulary of line, shape, mark recognise that their ideas can be expressed in their own artwork recognise that particular outcomes are achieved through specific actions, processes and techniques 			<ul style="list-style-type: none"> be able to explain the sequence of actions and what they have done to create their own work 			<ul style="list-style-type: none"> know the primary colours, the names of broad and fine media and different forms of Art know that different forms of creative work are made by artists, craftspeople and different kinds of designer, from specific cultures and times and be able to comment on these differences 		
		E	S	C	E	S	C	E	S	C	E	S	C
Early Years	Step 0	<ul style="list-style-type: none"> follow creative steps when making art, choose colour, materials and understand the differences between separate processes sustain concentration working safely with some control exploring materials and tools work spontaneously with drawing, painting and modelling materials experimenting with colour, design, texture, form and function 			<ul style="list-style-type: none"> creates simple representations of events, people and objects in art, craft and design spontaneously creates imaginative responses /representations of the real world, remaining flexible to adapt and change the colour or drawn characteristics for a specific meaning work with purpose responding to stimulus, pattern, texture and in a variety of scales 			<ul style="list-style-type: none"> listen and respond to the creative outcomes of others, expressing a preference or interpretation of what they think and feel describe the subject matter of their work and state what they have created or represented understand and be able to use size, quantity, position and distance in their working 			<ul style="list-style-type: none"> Know that different kinds of marks can be made with different materials Know that they can select different colours and media to represent different ideas and to portray different things Understand the difference between painting, drawing and something constructed or modelled 		
		E	S	C	E	S	C	E	S	C	E	S	C

Key: E = Emerging understanding, ability/competencies; S = Secure to achieve broadly in line with expectation; C = Confident in all or most aspects and working slightly above the expectation.

G&T: A pupil is Talented if progress is higher than 1 Step above the Year group expectation. **Intervention required** if pupil is working at 1 Step or more below Year group expectation.

To use: Each Step defines progress criteria for a broad ability range within expected norms. E, S and C statements describe the placement of pupils in line with expectations, above or below. Pupils working outside of each criteria statement step will be either achieving very highly (Able/Talented), or well below expectation, requiring actions to improve more rapidly or interventions.